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Recruitment, Training, and Licensing for Resource Families

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Abstract

The two processes for foster care licensure and adoptive approval were reviewed to determine the similarities and differences for prospective resource families. Traditionally, foster parents become the adoptive parents for a large percentage of children who are in custody of the South Carolina Department of Social Services. The delay in some families completing the process include the amount of paperwork and requirements that must be met, even if the child has been in the home for any length of time. Families reported not feeling supported as evidenced by support group meetings and surveys. The findings were consistent with the general thinking of staff members. By using a different approach to recruiting, training and licensing resource families, being able to support and retain them will prove to be critical as the need for resource families continue to increase. Families, in the end, will be seen as a member of the team who work in the best interest of children, and these families in turn will remain the best recruiters for other resource families.

Recruitment, Training and Licensing for Resource Families

The South Carolina Department of Social Services (DSS) currently has seven regional adoption offices that are responsible for recruiting, training and approving prospective individuals and families who want to adopt children who are in custody of DSS. Also, there are local offices in each of the 46 counties in South Carolina that recruit, train and license individuals and families who want to become foster parents.

The agency has in place policies and procedures that are used to guide the approval process for both programs, i.e. foster care and adoption. If a family is licensed as a foster parent, but later desires to become approved to adopt, there is a separate approval process for adoption. Approximately 65-70% of foster parents apply to adopt the child who they are fostering. Since the trend has been that the foster parent eventually becomes the adoptive parent, there should be a simpler process to allow these parents, if deemed appropriate, to become the adoptive parent without creating additional paperwork. "The Adoption and Safe Families Act (ASFA) of 1997 provides States with the necessary tools and incentives to achieve the safety, permanency, and well-being goals of Public Law 96-272. Many states have chosen to recruit jointly for adoptive and foster families."¹

¹Office of Inspector General, Department of Health and Human Services, Recruiting Foster Parents, May 2002, p. 2.

The problem lies in the fact that the agency has created separate processes for foster care licensure and adoption approval. Families are sometimes discouraged by the very system that is in place to enable families to be of support to its children. If the required information could be obtained in the initial stages of the licensure or approval process, the agency could eliminate the need to return to families to request additional information once adoption becomes the permanent plan for the child.

It is the intent of this project to design a single process for foster parent licensure and adoption approval that will enable a prospective family or individual to meet all requirements, regardless of their intent to foster or adopt. I was tasked to help develop this initiative that the agency wanted to undertake. Being that my project is inline with this initiative, much of the data goals and data collection could be used for both the project and the initiative. The terminology and references to foster and adoptive families will change as a result of this. Thus, prospective families will be referred to as resource families if not specifically applying to adopt or foster. DSS has seen the need to take a different approach in how, as an agency, resource families will be recruited, trained, licensed, supported and retained. To this aim, part of the initiative is to reduce the number of adoption regions from seven to four (see Appendix A). Additionally, to test any new ideas or theories, a Recruitment, Training and Licensing (RTL) unit shall be formed in Charleston, South Carolina. This unit shall provide services to the following counties: Allendale, Bamberg, Beaufort, Berkeley, Calhoun, Charleston, Colleton, Dorchester, Hampton, Jasper and Orangeburg. The goal is to eventually implement these strategies and to have RTL units in the other three regions of the state. The

agency's data for fiscal year 2001-2002, for these 11 counties, showed that there were 126 new families recruited, trained and licensed, but 96 families did not remain with the agency (see Appendix B).

Children who need out-of-home placements continue to increase. "As of September 2000, there were 556,000 children in out-of-home care across the nation."² While new families are being recruited, current families are requesting that their foster homes be closed. Foster parents gave various reasons for requesting closure of their foster home. "Many foster parents expressed feeling unsupported and unappreciated by foster care agencies. Many families believe caseworkers and agency staff fail to value their suggestions and opinions regarding the needs of children in their care."³ To be able to hear or receive some of these concerns, we have developed a survey and distributed it to foster families and adoptive families (resource families) in Charleston County (see Appendix C). Another survey is being developed that will be distributed statewide (see Appendix D). The data from this survey will be used to assess a family's satisfaction with the agency, the worker and the system. The intended purpose is to improve service delivery, improve responsiveness to families, and retain resource families.

A site visit was made to Cleveland, Ohio. The purpose was to see first hand how such a process for providing immediate contact and being responsive to resource

²Casey Family Programs, Recruiting and Retaining Resource Families: Breakthrough Series Collaborative, September 2002, p. 21.

³Office of Inspector General, Department of Health and Human Services, Retaining Foster Parents, May 2002, p. 6.

families could be implemented in South Carolina to achieve the desired results, i.e., an adequate number of eligible resource families to meet the needs of the children who are in out-of-home placements.

To improve the service delivery of prospective families and to recruit families based on the need of a particular area, a single application process will be developed and implemented. Additionally, to gather critical data, a meeting was scheduled to include the deputy state director for DSS, senior management staff, county directors, licensing staff and adoption staff. Information observed and obtained from Cleveland, Ohio will be included, also. The pilot area (see Appendix A) has been identified, specific job duties have been outlined and the designated staff has been selected. A flow chart (see Appendix E) has been designed to outline the steps that will be taken in the process. A database (see Appendix F) has been developed to track each critical element of the process. This database will be critical as it will be the first time that such data will be tracked consistently. One person will be designated for entering the data elements and reporting the information on a regular basis. Critical elements that will be tracked will include the initial contact by a resource family to the agency, the immediate follow-up call to the family by the family worker, face-to-face visit, family's participation in required training, submission of verifying information, and completion of the written assessment. The scheduling of home visits or face-to-face contacts and attending group will be at the family's convenience. This is designed to be a more personable and less intrusive process. The entire process should take no more than 90 days to complete. Because each step in the process will be tracked, one can immediately determine where

any delays may occur, and an appropriate response can be made. The data will determine if any changes need to be made to the process. This can be done with minimal disruption to the entire process.

Some obstacles to be considered include working with staff who possibly could be resistant to change, training resource families differently, educating the public about the new process, and informing other service providers and team members of the changes. This new process, which is built upon the premises of the Casey Foundation, will take a different approach than the traditional way that families come to the agency. The Casey Foundation believes in including families, youth in care, and the community as true partners in the recruitment of resource families, and in being responsive to resource families. "Qualified resource families must be licensed in a timely and supportive way."⁴ The support and responsiveness will be interwoven throughout the process, and each person has that responsibility. The intake worker will receive the initial phone call or person who walks into the office and talk generally about the agency's programs. The family will provide general information to be included in the database. The intake worker shall create a file that will then go to a family worker. The family worker contacts the prospective family within 24 hours to schedule a home visit at the family's convenience. During the home visit, the family worker will provide a more thorough overview of the process, the programs, and requirements. At this time, the

⁴ Casey Family Programs, Recruiting and Retaining Resource Families: Breakthrough Series Collaborative, September 2002, p. 33.

family worker will assist the family with completing the application and other required forms. Upon the family worker's return to the office, the file will be transferred to the administrative specialist who will prepare background clearance forms, mail reference letters, and request fire and sanitation inspections.

The prospective family is then invited to training. The trainers are responsible for scheduling training, arranging the location, and presenting the curriculum. The training provides specific information on the children who are available for foster care and adoptive placements, information on conditions and diagnoses of children, grief and loss issues, information on separation from birth families, legal process, etc. Once the training is completed, the trainer is responsible for completing an assessment of the family's participation in training and producing a certificate of attendance.

As information is received, it will be tracked in the database for the family worker. The family worker will make another home visit to address any issues that may impact the written assessment. The family worker is then responsible for completing the written assessment within 90 days of the family submitting an application.

When the assessment is completed, it will be given to the supervisor for review and approval or denial. The supervisor staffs the family's case with the respective county or adoption representative. At this staffing, the case will be given to the county or adoption representative to maintain as long as the family remains a resource for the agency.

Another key player in this process will be the recruiter. The recruiter's responsibilities include being involved with local foster parent association meetings,

participating in community events or programs to inform the public about the agency's programs, and bringing new prospects to become resource families.

The learning session that was held in Baltimore, Maryland, was designed to test and implement ideas that the agency may want to use. The Plan-Do-Study Act (PDSA) cycles are used in this part of the process to test ideas. "The PDSA method allows ideas to be tested in small increments, where the consequences are minimized before a change is rolled out to an entire jurisdiction."⁵ This cycle provides a structured model for planning changes, making changes, studying the impacts of those changes, and then acting again based on what was learned. Small ideas can be tested rapidly and results obtained quickly. The core team (which is made up of a resource family member, an administrator for the RTL unit, recruitment administrator and a manager) and the senior leader (deputy director) are tasked with developing a PDSA that can be implemented. The team will implement a rapid response plan for resource families. This plan will entail a resource family only needing to make up to two telephone calls to the agency to get needs met. The idea is that the resource family will attempt contact with the case worker at the local office. If the resource family is unable to contact the case worker and telephone call is not returned timely, the family is to contact a designated person at the state level. This designated person will contact the local office and ensure the resource family is immediately contacted. This process is intended to be responsive and supportive to resource families and not punitive to staff. If it is determined that this two-

⁵ Casey Family Programs, Recruiting and Retaining Resource Families: Breakthrough Series Collaborative, September 2002, p. 12.

telephone call response plan is effective, it can be implemented throughout the agency. This will be another way for the agency to be supportive of and responsive to resource families.

In order to keep the stakeholders involved and informed of the processes, we must ensure open communication and ongoing communication. The general informational and training sessions that have already begun with the pilot area (see Appendix A) will provide a forum for this. Meetings continue to be held with foster parents, adoptive parents, and child and family case workers. Meetings will be held with legal representatives (e.g., attorneys, judges) who work with the agency, Foster Care Review Board members, Guardian ad Litem representatives, local agency representatives, and other community partners because they are vital to the process. Monthly reports of the data will also be disseminated to the county directors and agency head to keep them informed of successes and to address any target areas. A few of the great benefits of this process will be the increased satisfaction of resource families, a smoother and quicker process, responsiveness and support to resource families, increased satisfaction and greater retention of resource families, and cost savings to the agency. Cost savings will be realized in the area of the written assessments and trainings. Currently, these two critical areas are contracted to other agency representatives who may charge the agency up to \$600 per written assessment. The family workers and agency trainers, in this new process, will become responsible for these critical areas.

With the implementation of this process, this will become the way the agency does business in recruiting, training, licensing and supporting families. As the agency moves toward streamlining services and becoming more efficient, it will be an easier process for this to become standard operating procedures for all offices. Families will receive consistent and more efficient services. Hopefully, the retention numbers as well as new resource families will be realized. This can be accomplished by reviewing the database and reports generated on a monthly basis or an as needed basis. The outcomes can be measured and shared with key stakeholders. Finally, the end result will be an improved process of obtaining and maintaining resource families, and placing children with permanent families.

Timeframes are built into the process to review and make changes, and to determine cost savings. This process can be evaluated by comparing data from the previous year in terms of families who were approved or licensed and remained with the agency, timeliness of approvals and licensures, and whether the families are able to meet the needs of the children in out-of-home placements. With the collection of data from this pilot site and from the previous years, a comparison can be made to determine if this process can be implemented successfully statewide. Changes can be made accordingly. This agency's leadership has recognized the need for change and has endeavored to inspire staff to share this mission. Gareth Morgan (Riding the Waves of Change, 1988) stated, "It is crucial that members of an organization be united through some shared

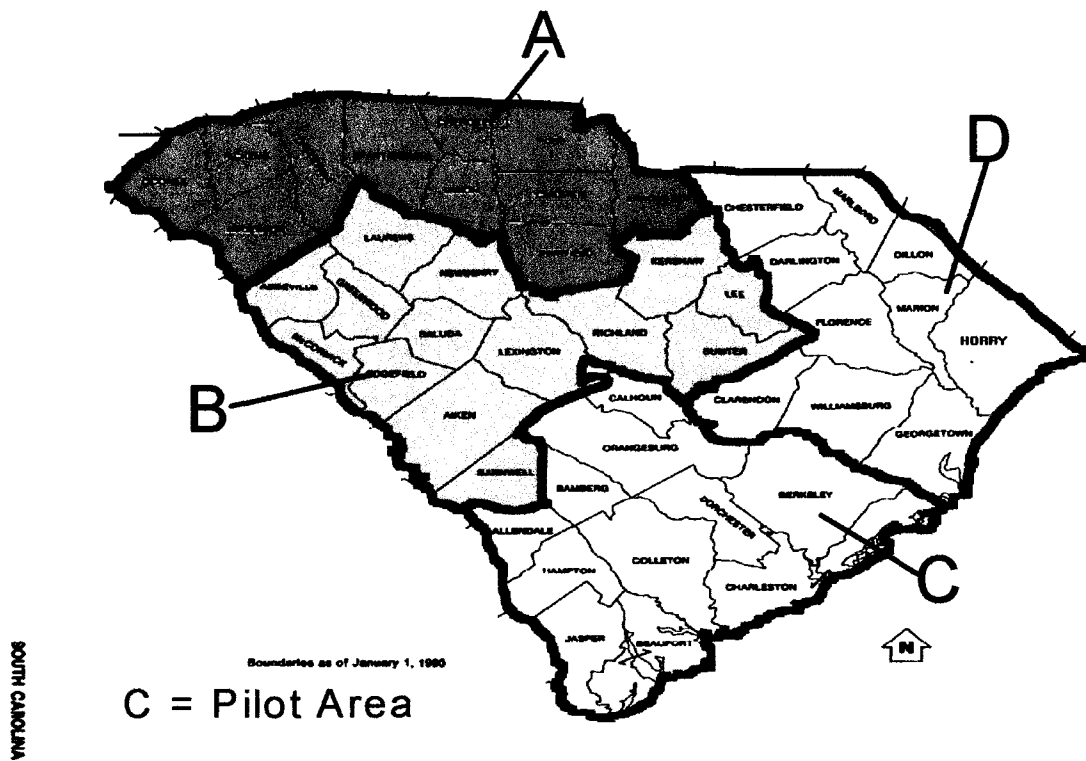
understanding of the organization and its mission” (p. 46).⁶ This process can be successful as it has the support of the agency’s leaders and other key stakeholders who share the same mission and vision: recruiting, training, licensing and supporting resource families who can best meet the needs of children who are in out-of-home placements.

⁶Morgan, Gareth, Riding the Waves of Change, 1988, p. 46.

References

- Casey Family Programs, Recruiting and Retaining Resource Families: Breakthrough Series Collaborative, September 2002.
- Morgan, Gareth, Riding the Waves of Change, Jossey-Bass, Inc., California, 1988.
- Office of Inspector General, Department of Health and Human Services, Recruiting Foster Parents, May 2002.
- Office of Inspector General, Department of Health and Human Services, Retaining Foster Parents, May 2002.

APPENDIX A



APPENDIX B

Licensed Foster Family Homes Closed During State Fiscal Year Ending June 30, 2002,

All Homes Closed

	Closed	License Denied	Other	License Revoked	Voluntarily Closed Facility	Indicated CPS Report	Failed Health of Provider	Agency Dissatisfied with Provider	Total All Reasons
	C	D	O	R		3	4	6	
Allendale	1	0	0	0	0	0	0	0	1
Bamberg	1	0	0	0	3	0	0	0	4
Beaufort	1	0	0	0	3	0	0	0	4
Berkeley	5	0	4	0	7	0	0	0	16
Calhoun	0	0	0	0	3	0	0	0	3
Charleston	4	0	4	0	16	0	0	0	24
Colleton	4	0	0	0	3	0	0	0	7
Dorchester	2	0	1	0	5	0	0	0	8
Hampton	0	0	0	0	1	0	0	0	1
Jasper	0	0	0	0	0	0	0	0	0
Orangeburg	6	0	4	0	18	0	0	0	28
Totals	24	0	13	0	59	0	0	0	96

Old Homes Closed

	Closed	License Denied	Other	License Revoked	Voluntarily Closed Facility	Indicated CPS Report	Failed Health of Provider	Agency Dissatisfied with Provider	Total All Reasons
	C	D	O	R		3	4	6	
Allendale	1	0	0	0	0	0	0	0	1
Bamberg	1	0	0	0	2	0	0	0	3
Beaufort	1	0	0	0	3	0	0	0	4
Berkeley	4	0	3	0	6	0	0	0	13
Calhoun	0	0	0	0	3	0	0	0	3
Charleston	4	0	4	0	16	0	0	0	24
Colleton	4	0	0	0	3	0	0	0	7
Dorchester	1	0	1	0	5	0	0	0	7
Hampton	0	0	0	0	1	0	0	0	1
Jasper	0	0	0	0	0	0	0	0	0
Orangeburg	5	0	4	0	15	0	0	0	24
Totals	21	0	12	0	54	0	0	0	87

New Homes Closed

County	Closed	License Denied	Other	License Revoked	Voluntarily Closed Facility	Indicated CPS Report	Failed Health of Provider	Agency Dissatisfied with Provider	Total All Reasons
	C	D	O	R		3	4	6	
Allendale	0	0	0	0	0	0	0	0	0
Bamberg	0	0	0	0	1	0	0	0	1
Beaufort	0	0	0	0	0	0	0	0	0
Berkeley	1	0	1	0	1	0	0	0	3
Calhoun	0	0	0	0	0	0	0	0	0
Charleston	0	0	0	0	0	0	0	0	0
Colleton	0	0	0	0	0	0	0	0	0
Dorchester	1	0	0	0	0	0	0	0	1
Hampton	0	0	0	0	0	0	0	0	0
Jasper	0	0	0	0	0	0	0	0	0
Orangeburg	1	0	0	0	3	0	0	0	4
Totals	3	0	1	0	5	0	0	0	9

APPENDIX C

We want to know how satisfied you are with your social worker and with your Department of Social Services (DSS) office. For each statement below, please circle the number that indicates how true the statement is for your current social worker and DSS office. For example, if you feel the statement is always true, you would circle 5. If you feel the statement is sometimes true, you would circle 3. If the statement is never true, circle 1. **Note: Responses to the surveys are indicated in parenthesis.**

	NEVER TRUE		SOMETIMES TRUE		ALWAYS TRUE
1. The worker takes my problems very seriously.	1 (0)	2 (0)	3 (14)	4 (6)	5 (9)
2. Overall the agency has been very helpful to me.	1 (1)	2 (0)	3 (11)	4 (13)	5 (7)
3. I can tell the worker the truth without worrying.	1 (1)	2 (1)	3 (9)	4 (3)	5 (17)
4. The worker is available when I need him or her.	1 (2)	2 (6)	3 (7)	4 (10)	5 (7)
5. The worker does not tell me the whole story.	1 (2)	2 (8)	3 (10)	4 (7)	5 (4)
6. The agency treats me honestly and openly.	1 (0)	2 (3)	3 (16)	4 (7)	5 (6)
7. The worker tries hard but isn't too helpful.	1 (6)	2 (10)	3 (11)	4 (4)	5 (0)
8. I get from the agency exactly what I want.	1 (3)	2 (6)	3 (14)	4 (7)	5 (3)
9. The worker explains things carefully.	1 (2)	2 (4)	3 (12)	4 (6)	5 (8)
10. The worker is looking for whether or not I'm telling the whole story.	1 (4)	2 (3)	3 (10)	4 (6)	5 (6)
11. I felt comfortable telling the worker about problems I have with my foster child.	1 (0)	2 (0)	3 (4)	4 (10)	5 (18)
12. The worker says things I don't understand.	1 (17)	2 (5)	3 (9)	4 (0)	5 (0)
13. The worker is helpful in getting resources or services like tutoring or counseling that I need for my foster child.	1 (3)	2 (11)	3 (6)	4 (3)	5 (9)
14. The worker asks embarrassing questions.	1 (22)	2 (5)	3 (2)	4 (2)	5 (0)
15. When I talk to the worker I feel relieved.	1 (3)	2 (3)	3 (15)	4 (6)	5 (4)
16. I can count on the worker to help if I'm in trouble.	1 (5)	2 (2)	3 (10)	4 (9)	5 (6)

APPENDIX C

	NEVER TRUE		SOMETIMES TRUE		ALWAYS TRUE
17. It is hard to get hold of the worker when I need to.	1 (8)	2 (9)	3 (6)	4 (6)	5 (3)
18. The worker knows what he or she is doing.	1 (1)	2 (1)	3 (12)	4 (10)	5 (7)
19. I just tell the worker what I think he or she wants to hear.	1 (22)	2 (4)	3 (4)	4 (0)	5 (1)
20. The worker cares about me as a person.	1 (3)	2 (2)	3 (16)	4 (5)	5 (5)
21. I feel nervous when I talk to my worker.	1 (23)	2 (5)	3 (1)	4 (0)	5 (1)
22. The worker is in a hurry when I see him or her.	1 (11)	2 (5)	3 (11)	4 (4)	5 (1)
23. The worker has a poor understanding of children.	1 (14)	2 (4)	3 (10)	4 (0)	5 (1)
24. The agency is very demanding.	1 (11)	2 (10)	3 (2)	4 (5)	5 (2)
25. The worker is someone I can trust.	1 (1)	2 (1)	3 (11)	4 (12)	5 (5)
26. The agency will help me as much as they can.	1 (1)	2 (2)	3 (11)	4 (9)	5 (7)
27. The worker interferes too much.	1 (20)	2 (7)	3 (3)	4 (1)	5 (1)
28. The worker understands my culture.	1 (4)	2 (4)	3 (13)	4 (3)	5 (6)
29. The worker is organized.	1 (2)	2 (3)	3 (12)	4 (9)	5 (5)
30. The worker is an honest person.	1 (1)	2 (5)	3 (9)	4 (8)	5 (9)
31. The worker does not understand anyone like me.	1 (11)	2 (5)	3 (10)	4 (2)	5 (1)
32. The worker respects my culture.	1 (0)	2 (0)	3 (10)	4 (10)	5 (9)
33. The worker schedules appointments at times that are convenient for me.	1 (3)	2 (3)	3 (6)	4 (8)	5 (12)
34. I feel well treated when I leave the agency or after meeting with the worker.	1 (1)	2 (0)	3 (10)	4 (8)	5 (13)
35. I feel valued by the agency.	1 (1)	2 (3)	3 (10)	4 (10)	5 (8)
36. The agency staff and foster parents function well as a team.	1 (2)	2 (4)	3 (15)	4 (4)	5 (5)

South Carolina Department of Social Services Customer Satisfaction Survey for Resource Families

We are committed to providing the highest quality services possible. It is important to us to understand how we are doing in providing you with the support that you need to care for the children who are placed in your home. Please take a few minutes to complete this survey to tell us how well we have met your needs and what we might do to improve. We will utilize the results to enhance and strengthen our program and the services that we provide to you as a valued Resource Family.

1. How long have you been a Foster Parent?

☐ 1 Less than a year
☐ 3 3 to 4 years
☐ 5 7 years or more

☐ 2 1 to 2 years
☐ 4 5 to 6 years

2. How many foster children do you currently have in your care?

☐ 1 None
☐ 2 One
☐ 3 Two or more

3. How many other children (children not placed by the Department of Social Services) do you currently have in your home?

☐ 1 None
☐ 2 One
☐ 3 Two or More

Please answer the following questions by marking the response in the right column that most closely reflects your agreement with the statement to the left. The scale ranges from least agreement in column 1 to most agreement in column 5. We appreciate your taking the time to provide us with this information.

4. I feel that my caseworker is available when I need him/her.
5. If my caseworker is not available, I know who to contact.
6. My caseworker returns my telephone calls within 24 hours.
7. I am comfortable talking with my caseworker about problems that my family may have.
8. My caseworker explains things carefully.
9. My caseworker is courteous and helpful in providing my family with resources that we have requested.
10. The caseworker schedules appointments at times that are convenient for me.
11. I feel that the Department of Social Services appreciates the work I do as a foster parent.
12. I feel that the agency treats me honestly and openly.
13. I feel that I am an important part of the team in making decisions about the foster children in my care.
14. The agency provided me with information about the family and the child placed in my care.
15. The agency provided me with updates on the child/family after visits.

	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree
4. I feel that my caseworker is available when I need him/her.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
5. If my caseworker is not available, I know who to contact.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
6. My caseworker returns my telephone calls within 24 hours.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
7. I am comfortable talking with my caseworker about problems that my family may have.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
8. My caseworker explains things carefully.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
9. My caseworker is courteous and helpful in providing my family with resources that we have requested.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
10. The caseworker schedules appointments at times that are convenient for me.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
11. I feel that the Department of Social Services appreciates the work I do as a foster parent.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
12. I feel that the agency treats me honestly and openly.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
13. I feel that I am an important part of the team in making decisions about the foster children in my care.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
14. The agency provided me with information about the family and the child placed in my care.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
15. The agency provided me with updates on the child/family after visits.	<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5

APPENDIX D

We now want to know how satisfied you are with the experiences that you have had in working with the Department of Social Services. The scale ranges from least satisfied (1) to most satisfied (5).

16. How satisfied are you with the licensure/re-licensure process?
17. How satisfied are you with the quality and amount of pre-service training you received as a new foster care family?
18. How satisfied are you with the in-service training that you have been offered since becoming a foster parent?
19. How satisfied are you with the notices that you receive about training opportunities?
20. How satisfied are you with the level of communication you have with the foster care caseworker?
21. How satisfied are you with the frequency of visits that you have with your caseworker?
22. How satisfied are you that you are given enough information about the child placed in your care to be knowledgeable about how to care for the child?
23. If the child placed in your home has special needs, how satisfied are you with the additional support and training provided to you to assist you in working with your foster child?
24. Overall, how satisfied are you with the support you receive from the Department of Social Services?
25. Please list any suggestions you might have on how we can improve the licensure process?

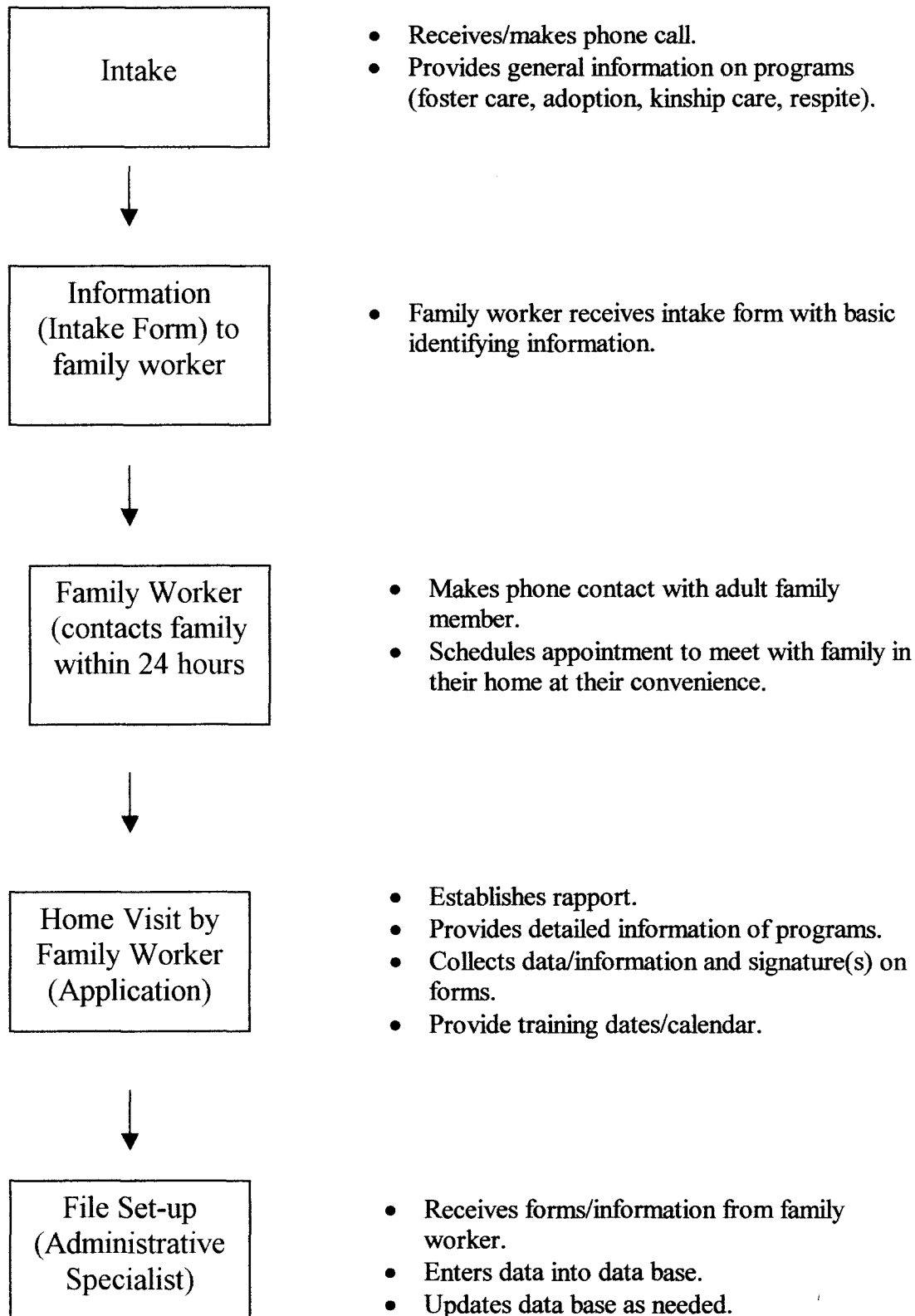
Very Dissatisfied	Dissatisfied	Undecided	Satisfied	Very Satisfied
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

26. Please list any suggestions you might have on how we can improve the training process?

27. Please share anything else that you think we need to know in order to better meet your needs.

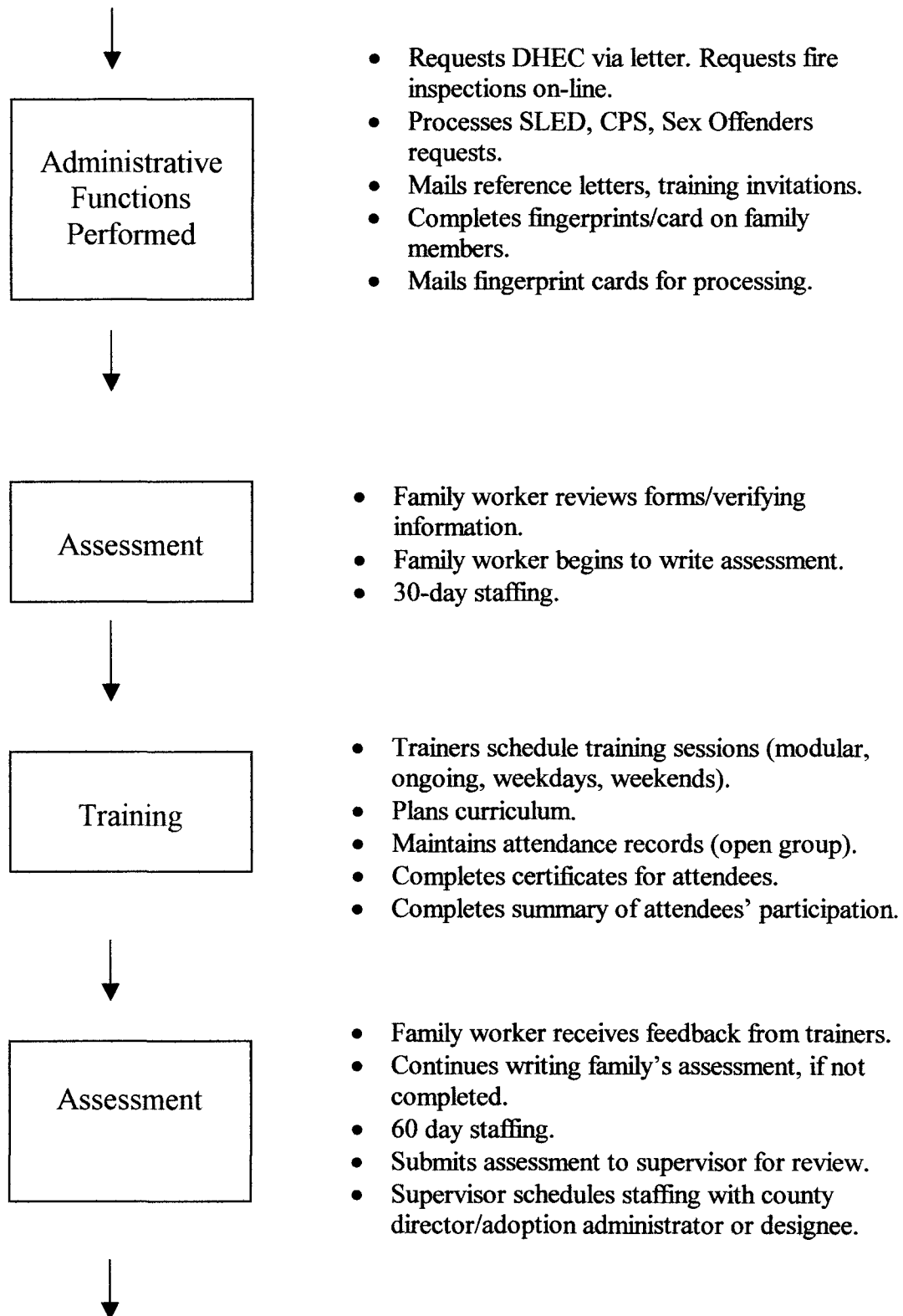
APPENDIX E

Recruitment, Training, and Licensing (RTL) Process



APPENDIX E

Recruitment, Training, and Licensing (RTL) Process



APPENDIX E

Recruitment, Training, and Licensing (RTL) Process

Staffing
(in-house)



Licensing



Staffing with
County
Director,
Adoption
Administrator
or designee

- 90 day staffing (if assessment is not completed).

- Family worker/supervisor enters licensure information in CAPSS.
- License goes to County Operations (log in/out).
- Signature by County Operations.
- License is returned to RTL.
- Signature/log sheet maintained by RTL to document receipt from County Operations.

- Staffing held.
- Assessment delivered by RTL staff.
- Signatures received to document receipt of assessment and file. No file will be maintained in the RTL Unit.

#####

APPENDIX F

Return To Main Menu Family# Create 12/03/2002 Intake Active Y
Intake Taken By Area of Interest Referral Source Resident County

Title Fname Lname SS# Birth Date Income #1

Occupation 1 Home Telephone Number Work Telephone Number Misc Phone #

Street Address 1 Marital Status Marriage Date Ages of Children in Home

Street Address 2 # of Children # of Other Adults in Home

City State Zip Code

Title Spouse First Name Spouse Last Name Social Security # Spouse DOB

Spouse Income Spouse Occupation

Date Transferred to County Forwarded To Information Sent Referred to Whom

Outcome Notes at Referral Time

Initial Face/Face Type of Face/Face Contact Date App Rec'd w/Signatures Reference 1 Reference 2 Reference 3

Family#	Seq#	Type	Submitted	Received	Followup?	Complete (Fup)	Notes

Family#	Fname	Lname	Seq#	Session	Date	Complete	Followup?	Follow	Notes

Final Status of Application Denial Reason

Withdrawal Reason Date Closure/Denial Letter Sent Approval

Comments